2017 - 2018
Annual Assessment Report

Bachelor of Arts
Multimedia Journalism

School of Media & Strategic Communication

Multimedia Journalism – **Bachelor of Arts**

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 40

Number of students graduated in 2017-2018: 12

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? X YES ☐No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:

- 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.
Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.
Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.
Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.
Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.
Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.
Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.
Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.
Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method	Measured
Senior exits	Learning Outcomes 1, 2, 3, 5 & 8
Portfolio Assessment	Learning Outcomes 4, 6 and 7
Pre-Post Test	Learning Outcomes 1, 3, 5, 7
Internship Assessment	Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☒Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.
Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:
Average score for all SMSC students who took the pretest: 50 percent
Average score for MMJ – BA students who took the pretest 21 percent

Questions measuring Learning Outcome #1:
Average score on questions 21-30 (mass communication law): 28 percent
Average score on questions 31-40 (ethics): 62 percent

Posttest:
Average score for all SMSC students who took the posttest: 67 percent
Average score for MMJ-BA students who took the posttest: 38 percent

Questions measuring Learning Outcome #1:
The average score on questions 21-30: 55 percent
The average score on questions 31-40 75 percent

Senior Exits:
The average for Learning Outcome #1: 5 out of 5

What do the results suggest about student achievement of this learning outcome?
Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☐Rating of skills (e.g., rubrics)
☐Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☐Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☐Internship
☒Interviews
☐Performance or jury
☐Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.
Senior Exits: Learning Outcome #2 received a rating of 4.7 out of 5, which achieves the goal.
Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?
Goal Achieved. 4.7 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment
☒Each Semester ☐Yearly ☐Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐Survey

☐Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☐Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify. \

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 59 percent

Posttest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 55 percent

Senior Exits: Goal achieved 4 / 5

What do the results suggest about student achievement of this learning outcome?
Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:
Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey	☐Benchmarking	☐Performance or jury
☒Rating of skills (e.g., rubrics)	☒Measuring effectiveness relative to professional standards	☒Visual collection (photos, videos, etc.)
☐Analysis of written artifacts	☐Review of thesis/dissertation/ creative component	☐Review of student research
☐Comprehensive, certification, or professional exam(s)	☐Capstone project	☐Other (please specify):
☐Oral presentation	☐Internship	Click here to specify.
☐Course project	☐Interviews	
☐Satisfaction Survey		

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
   - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
   - *if the student's work reflected looking beyond the obvious (Excel Column F)*
   - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*

2. External reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.66 out of 5)
Internal Portfolio Review:	First year – no goal
Internship Evaluations:	Score better than 2017 (2017 average was 6.2 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews:	3.8 out of 5	Goal achieved
Internal Portfolio Reviews:	4 out of 5	No goal set during first year
Internship Evaluations:	6.2 out of 7	Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☐Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☒Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☒Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

What do the results suggest about student achievement of this learning outcome?
Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:
Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☒Rating of skills (e.g., rubrics)
☒Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☒Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☒Internship
☐Interviews
☐Performance or jury
☒Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
- *If the student's work reflected the ability gather information (Excel Column H)*
- *If the student used creativity to gather information (Excel Column I)*
- *If the student's work used multiple methods & sources to research (Excel Column J)*
- *If the student had the ability communicate how information was gathered (Excel Column K)*

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐No

External portfolio reviews:	Score better than 2017 (2017 average was 3.9 out of 5)
Internal portfolio reviews:	No goal – new in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.2)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.93 out of 5 – Goal achieved
Internal portfolio reviews:	4 out of 5 - No goal set
Internship Evaluations:	6.2 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☒Rating of skills (e.g., rubrics)

☒Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☒Capstone project

☒Internship

☐Interviews

☐Performance or jury

☒Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.8 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.6)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.4 out of 5 – goal not achieved
Internal Portfolio Reviews:	4 out of 5 – no goal set
Internship Supervisor Reviews:	6.2 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?
Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒Each Semester ☒Yearly ☐Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Score 4+ or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.
Score was 3.75 out of 5 – goal not achieved

What do the results suggest about student achievement of this learning outcome?
MMJ faculty need to address this Learning Outcome in appropriate classes. Seniors scored this as the lowest Learning Outcome

Timeline for the Assessment
☒Yearly ☐Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?
Your answer

What is the name of the student whose portfolio you are analyzing?
Your answer

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Conclusion

The portfolio is professional and will help the student find employment after graduation

5 Strongly Agree.
4 Agree.
3 Neither agree nor disagree.
2 Disagree.
1 Strongly Disagree.

Pretest Results

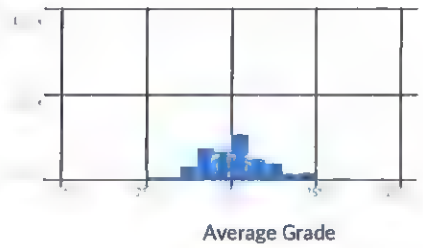
View Statistics - SMSC Pre-Curriculum Pretest

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 50.41 % (Std Dev = 9.38 %)

The Class Average is calculated on first attempts flagged as graded.

Posttest Results

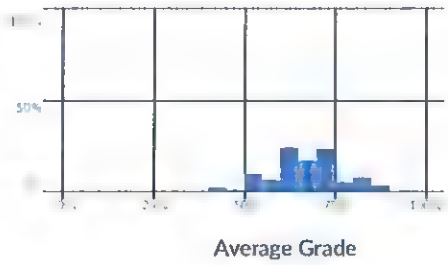
View Statistics - SMSC Post Assessment Test Spring 2018

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 66.83 % (Std Dev = 9.50 %)

The Class Average is calculated on first attempts flagged as graded.

2017 - 2018
Annual Assessment Report

Bachelor of Science
Multimedia Journalism

School of Media & Strategic Communication
Multimedia Journalism – **Bachelor of Science**
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 16

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? X YES ☐No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:

- 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.
Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.
Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.
Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.
Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.
Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.
Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.
Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.
Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method	Measured
Senior exits	Learning Outcomes 1, 2, 3, 5 & 8
Portfolio Assessment	Learning Outcomes 4, 6 and 7
Pre-Post Test	Learning Outcomes 1, 3, 5, 7
Internship Assessment	Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☒Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.
Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:
Average score for all SMSC students who took the pretest: 50 percent
Average score for MMJ – BS students who took the pretest 21 percent

Questions measuring Learning Outcome #1:
Average score on questions 21-30 (mass communication law): 28 percent
Average score on questions 31-40 (ethics): 62 percent

Posttest:
Average score for all SMSC students who took the posttest: 67 percent
Average score for MMJ-BS students who took the posttest: 35 percent

Questions measuring Learning Outcome #1:
The average score on questions 21-30: 55 percent
The average score on questions 31-40 75 percent

Senior Exits:
The average for Learning Outcome #1: 5 out of 5

What do the results suggest about student achievement of this learning outcome?
Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☐Rating of skills (e.g., rubrics)
☐Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☐Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☐Internship
☒Interviews
☐Performance or jury
☐Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.
Senior Exits: Learning Outcome #2 received a rating of 4.7 out of 5, which achieves the goal.
Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?
Goal Achieved. 4.7 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment
☒Each Semester ☐Yearly ☐Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☐Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☐Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify. \

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 59 percent

Posttest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 55 percent

Senior Exits: Goal achieved 4 / 5

What do the results suggest about student achievement of this learning outcome?
Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:
Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey	☐Benchmarking	☐Performance or jury
☒Rating of skills (e.g., rubrics)	☒Measuring effectiveness relative to professional standards	☒Visual collection (photos, videos, etc.)
☐Analysis of written artifacts	☐Review of thesis/dissertation/ creative component	☐Review of student research
☐Comprehensive, certification, or professional exam(s)	☐Capstone project	☐Other (please specify):
☐Oral presentation	☐Internship	Click here to specify.
☐Course project	☐Interviews	
☐Satisfaction Survey		

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
   - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
   - *if the student's work reflected looking beyond the obvious (Excel Column F)*
   - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*

2. External reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.66 out of 5)
Internal Portfolio Review:	First year – no goal
Internship Evaluations:	Score better than 2017 (2017 average was 6.2 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews:	3.8 out of 5	Goal achieved
Internal Portfolio Reviews:	4 out of 5	No goal set during first year
Internship Evaluations:	6.2 out of 7	Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☒Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

What do the results suggest about student achievement of this learning outcome?
Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:
Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☒Rating of skills (e.g., rubrics)
☒Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☒Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☒Internship
☐Interviews
☐Performance or jury
☒Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
- *if the student's work reflected the ability gather information (Excel Column H)*
- *if the student used creativity to gather information (Excel Column I)*
- *if the student's work used multiple methods & sources to research (Excel Column J)*
- *if the student had the ability communicate how information was gathered (Excel Column K)*

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐No

External portfolio reviews:	Score better than 2017 (2017 average was 3.9 out of 5)
Internal portfolio reviews:	No goal – new in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.2)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.93 out of 5 – Goal achieved
Internal portfolio reviews:	4 out of 5 - No goal set
Internship Evaluations:	6.2 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☒Rating of skills (e.g., rubrics)
- ☒Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☒Capstone project
- ☒Internship
- ☐Interviews
- ☐Performance or jury
- ☒Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.8 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.6)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.4 out of 5 – goal not achieved
Internal Portfolio Reviews:	4 out of 5 – no goal set
Internship Supervisor Reviews:	6.2 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?
Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒Each Semester ☒Yearly ☐Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Score 4+ or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.
Score was 3.75 out of 5 – goal not achieved

What do the results suggest about student achievement of this learning outcome?
MMJ faculty need to address this Learning Outcome in appropriate classes. Seniors scored this as the lowest Learning Outcome

Timeline for the Assessment
☒Yearly ☐Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?
Your answer

What is the name of the student whose portfolio you are analyzing?
Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Conclusion

The portfolio is professional and will help the student find employment after graduation

5 Strongly Agree.
4 Agree.
3 Neither agree nor disagree.
2 Disagree.
1 Strongly Disagree.

Pretest Results

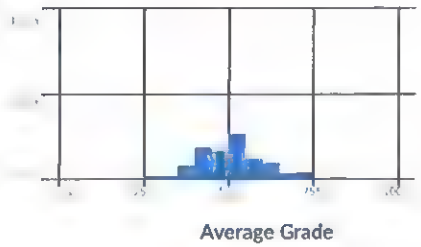
View Statistics - SMSC Pre-Curriculum Pretest

User Stats : Question Stats Question Details

User Statistics

Export to CSV Export to Excel

Score Distribution:



Class Average: 50.41 % (Std Dev = 9.38 %)

The Class Average is calculated on first attempts flagged as graded.

Posttest Results

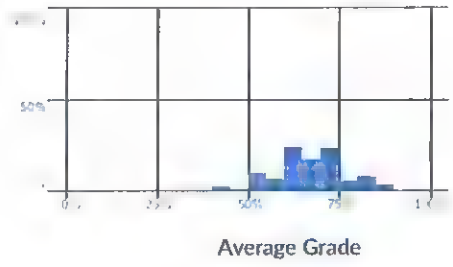
View Statistics - SMSC Post Assessment Test Spring 2018

User Stats Question Stats Question Details

User Statistics

Export to CSV Export to Excel

Score Distribution:



Class Average: 66.83 % (Std Dev = 9.50 %)

The Class Average is calculated on first attempts flagged as graded.

2017 - 2018
Annual Assessment Report

Bachelor of Arts
Strategic Communication

School of Media & Strategic Communication

Strategic Communications – **Bachelor of Arts**

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 82

Number of students graduated in 2017-2018: 32

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? X YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:

- 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.
Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.
Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.
Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.
Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.
Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.
Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.
Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.
Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method	Measured
Senior exits	Learning Outcomes 1, 2, 3, 5 & 8
Portfolio Assessment	Learning Outcomes 4, 6 and 7
Pre-Post Test	Learning Outcomes 1, 3, 5, 7
Internship Assessment	Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☒Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest: 50 percent

Average score for SC – BA students who took the pretest 20 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law): 28 percent

Average score on questions 31-40 (ethics): 62 percent

Posttest:

Average score for all SMSC students who took the posttest: 67 percent

Average score for SC-BA students who took the posttest: 31 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: 55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1: 4.7 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale:

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

Goal: receive a rating of 4.2+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.6 out of 5, which achieves the faculty goal.
Senior students "strongly agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. No weaknesses discovered.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.6 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

- ☒Each Semester
- ☐Yearly
- ☐Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐Survey

☐Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☐Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify. \

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 59 percent

Posttest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 55 percent

Senior Exits
Seniors rated this outcome: 4.2 / 5

What do the results suggest about student achievement of this learning outcome?
Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:
Seniors are comfortable with their knowledge of mass communication history, social roles and diversity.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey	☐Benchmarking	☐Performance or jury
☒Rating of skills (e.g., rubrics)	☒Measuring effectiveness relative to professional standards	☒Visual collection (photos, videos, etc.)
☐Analysis of written artifacts	☐Review of thesis/dissertation/ creative component	☐Review of student research
☐Comprehensive, certification, or professional exam(s)	☐Capstone project	☐Other (please specify):
☐Oral presentation	☐Internship	Click here to specify.
☐Course project	☐Interviews	
☐Satisfaction Survey		

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
   - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
   - *if the student's work reflected looking beyond the obvious (Excel Column F)*
   - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*

2. External reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.66 out of 5)
Internship Evaluations:	Score better than 2017 (2017 average was 6.7 out of 7)
Internal Portfolio Review:	First year – no goal

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews:	4 out of 5	Goal achieved
Internal Portfolio Reviews:	4.1 out of 5	No goal set during first year
Internship Evaluations:	6.8 out of 7	Goal achieved

What do the results suggest about student achievement of this learning outcome?

Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017.
The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving throughout the entire curriculum should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?
Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☒Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or Jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.
One question (#21) on the pre-post test measured an understanding of the theory.
Pretest – 21 percent answered correctly
Posttest – 42 percent answered correctly
Seniors ranked this learning outcome as 4.6 out of 5. Goal achieved.

What do the results suggest about student achievement of this learning outcome?
Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low. Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

Senior Exits:
Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.
Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts of mass communications.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☒Rating of skills (e.g., rubrics)
☒Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☒Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☒Internship
☐Interviews
☐Performance or jury
☒Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
- *if the student's work reflected the ability gather information (Excel Column H)*
- *If the student used creativity to gather information (Excel Column I)*
- *if the student's work used multiple methods & sources to research (Excel Column J)*
- *if the student had the ability communicate how information was gathered (Excel Column K)*

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐No

External portfolio reviews:	Score better than 2017 (2017 average was 3.66 out of 5)
Internal portfolio reviews:	No goal – new in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.91 out of 5 – Goal achieved
Internal portfolio reviews:	3.91 out of 5 - No goal set
Internship Evaluations:	6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☒Rating of skills (e.g., rubrics)

☒Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☒Capstone project

☒Internship

☐Interviews

☐Performance or jury

☒Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.6 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	4.3 out of 5
Internal Portfolio Reviews:	3.8 out of 5
Internship Supervisor Reviews:	6.8 out of 7

What do the results suggest about student achievement of this learning outcome?
Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒Each Semester ☒Yearly ☐Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Score 4.4 out of 5 (2017 score)

Provide a summary of the results from the assessment of Learning Outcome 8.
Score was 4.8 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?
Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment
☒Yearly ☐Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

   Strongly agree - 5
   Agree - 4
   Neutral - 3
   Disagree - 2
   Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

   Strongly agree - 5
   Agree - 4
   Neutral - 3
   Disagree - 2
   Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

   Strongly agree - 5
   Agree - 4
   Neutral - 3
   Disagree - 2
   Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

   Strongly agree - 5
   Agree - 4
   Neutral - 3
   Disagree - 2
   Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

   Strongly agree - 5
   Agree - 4
   Neutral - 3
   Disagree - 2
   Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?
Your answer

What is the name of the student whose portfolio you are analyzing?
Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evaluation

The portfolio is professional and will help the student find employment after graduation

5 Strongly Agree.
4 Agree.
3 Neither agree nor disagree.
2 Disagree.
1 Strongly Disagree.

Pretest Results

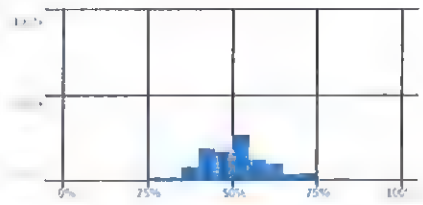
View Statistics - SMSC Pre-Curriculum Pretest

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 50.41 % (Std Dev = 9.38 %)

The Class Average is calculated on first attempts flagged as graded.

Posttest Results

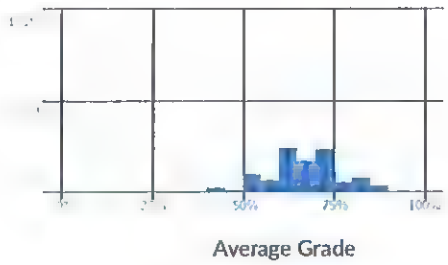
View Statistics - SMSC Post Assessment Test Spring 2018

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 66.83 % (Std Dev = 9.50 %)

The Class Average is calculated on first attempts flagged as graded.

2017 - 2018
Annual Assessment Report

Bachelor of Science
Strategic Communication

School of Media & Strategic Communication

Strategic Communications – Bachelor of **Science**

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 196

Number of students graduated in 2017-2018: 63

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? X YES ☐No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:

- 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.
Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.
Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.
Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.
Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.
Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.
Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.
Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.
Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method	Measured
Senior exits	Learning Outcomes 1, 2, 3, 5 & 8
Portfolio Assessment	Learning Outcomes 4, 6 and 7
Pre-Post Test	Learning Outcomes 1, 3, 5, 7
Internship Assessment	Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☒Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.
Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:
Average score for all SMSC students who took the pretest: 50 percent
Average score for SC – BS students who took the pretest 21 percent

Questions measuring Learning Outcome #1:
Average score on questions 21-30 (mass communication law): 28 percent
Average score on questions 31-40 (ethics): 62 percent

Posttest:
Average score for all SMSC students who took the posttest: 67 percent
Average score for SC – BS students who took the pretest 32 percent

Questions measuring Learning Outcome #1:
The average score on questions 21-30: 55 percent
The average score on questions 31-40 75 percent

Senior Exits:
The average for Learning Outcome #1: 4.7 out of 5

What do the results suggest about student achievement of this learning outcome?
Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale:

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

Goal: receive a rating of 4.2+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Senior Exits: Learning Outcome #2 received a rating of 4.6 out of 5, which achieves the faculty goal.

Senior students "strongly agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. No weaknesses discovered.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.6 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒Each Semester ☐Yearly ☐Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☐Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☐Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify. \

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 59 percent

Posttest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 55 percent

Senior Exits
Seniors rated this outcome: 4.2 / 5

What do the results suggest about student achievement of this learning outcome?
Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:
Goal achieved. Seniors are comfortable with their knowledge of mass communication history and social role of mass communication.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey	☐Benchmarking	☐Performance or jury
☒Rating of skills (e.g., rubrics)	☒Measuring effectiveness relative to professional standards	☒Visual collection (photos, videos, etc.)
☐Analysis of written artifacts	☐Review of thesis/dissertation/ creative component	☐Review of student research
☐Comprehensive, certification, or professional exam(s)	☐Capstone project	☐Other (please specify):
☐Oral presentation	☐Internship	Click here to specify.
☐Course project	☐Interviews	
☐Satisfaction Survey		

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
   - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
   - *if the student's work reflected looking beyond the obvious (Excel Column F)*
   - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*

2. External reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.66 out of 5)
Internship Evaluations:	Score better than 2017 (2017 average was 6.7 out of 7)
Internal Portfolio Review:	First year – no goal

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews:	4 out of 5	Goal achieved
Internal Portfolio Reviews:	4.1 out of 5	No goal set during first year
Internship Evaluations:	6.8 out of 7	Goal achieved

What do the results suggest about student achievement of this learning outcome?

Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017.
The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☒Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.
One question (#21) on the pre-post test measured an understanding of the theory.
Pretest – 21 percent answered correctly
Posttest – 42 percent answered correctly
Seniors ranked this learning outcome as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?
Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low.
Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

Senior Exits:
Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal.
Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts in mass communications.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☒Rating of skills (e.g., rubrics)
- ☒Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☒Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☒Internship
- ☐Interviews
- ☐Performance or jury
- ☒Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability gather information (Excel Column H)*
   - *if the student used creativity to gather information (Excel Column I)*
   - *if the student's work used multiple methods & sources to research (Excel Column J)*
   - *if the student had the ability communicate how information was gathered (Excel Column K)*

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐No

External portfolio reviews:	Score better than 2017 (2017 average was 3.66 out of 5)
Internal portfolio reviews:	No goal – new in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.91 out of 5 – Goal achieved
Internal portfolio reviews:	3.91 out of 5 - No goal set
Internship Evaluations:	6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☒Rating of skills (e.g., rubrics)

☒Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☒Capstone project

☒Internship

☐Interviews

☐Performance or jury

☒Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.6 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	4.3 out of 5
Internal Portfolio Reviews:	3.8 out of 5
Internship Supervisor Reviews:	6.8 out of 7

What do the results suggest about student achievement of this learning outcome?
Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒Each Semester ☒Yearly ☐Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Score same or better than 2017. 2017 score was 4.4 out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.
Score was 4.8 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?
Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment
☒Yearly ☐Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?
Your answer

What is the name of the student whose portfolio you are analyzing?
Your answer

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.
1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Conclusion

The portfolio is professional and will help the student find employment after graduation

5 Strongly Agree.
4 Agree.
3 Neither agree nor disagree.
2 Disagree.
1 Strongly Disagree.

Pretest Results

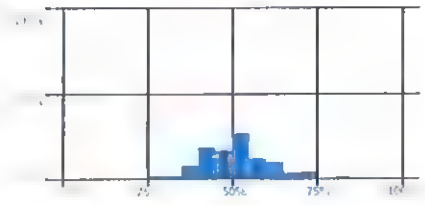
View Statistics - SMSC Pre-Curriculum Pretest

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 50.41 % (Std Dev = 9.38 %)

The Class Average is calculated on first attempts flagged as graded

Posttest Results

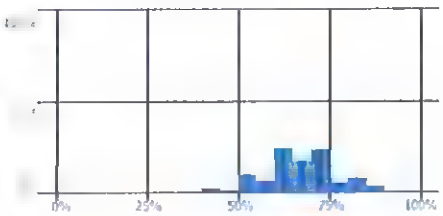
View Statistics - SMSC Post Assessment Test Spring 2018

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 66.83 % (Std Dev = 9.50 %)

The Class Average is calculated on first attempts flagged as graded.

2017 - 2018
Annual Assessment Report

Bachelor of Arts
Sports Media

School of Media & Strategic Communication
Sport Media – Bachelor of Arts
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 13

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? X YES ☐No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:

- 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.
Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.
Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.
Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.
Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.
Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.
Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.
Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.
Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method	Measured
Senior exits	Learning Outcomes 1, 2, 3, 5 & 8
Portfolio Assessment	Learning Outcomes 4, 6 and 7
Pre-Post Test	Learning Outcomes 1, 3, 5, 7
Internship Assessment	Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☐Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☒Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☒Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.
Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:
Average score for all SMSC students who took the pretest: 50 percent
Average score for SPM – BA students who took the pretest 21 percent

Questions measuring Learning Outcome #1:
Average score on questions 21-30 (mass communication law): 28 percent
Average score on questions 31-40 (ethics): 62 percent

Posttest:
Average score for all SMSC students who took the posttest: 67 percent
Average score for SPM-BA students who took the posttest: 36 percent

Questions measuring Learning Outcome #1:
The average score on questions 21-30: 55 percent
The average score on questions 31-40 75 percent

Senior Exits:
The average for Learning Outcome #1: 4.4 out of 5

What do the results suggest about student achievement of this learning outcome?
Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☐Rating of skills (e.g., rubrics)
☐Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☐Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☐Internship
☒Interviews
☐Performance or jury
☐Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.
Senior Exits: Learning Outcome #2 received a rating of 4.4 out of 5, which achieves the goal.
Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?
Goal Achieved. 4.4 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment
☒Each Semester ☐Yearly ☐Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☐Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☐Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify. \

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 59 percent

Posttest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 55 percent

Senior Exits
Seniors rated Learning Outcome #3: 4 / 5

What do the results suggest about student achievement of this learning outcome?
Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:
Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey	☐Benchmarking	☐Performance or jury
☒Rating of skills (e.g., rubrics)	☒Measuring effectiveness relative to professional standards	☒Visual collection (photos, videos, etc.)
☐Analysis of written artifacts	☐Review of thesis/dissertation/ creative component	☐Review of student research
☐Comprehensive, certification, or professional exam(s)	☐Capstone project	☐Other (please specify):
☐Oral presentation	☐Internship	Click here to specify.
☐Course project	☐Interviews	
☐Satisfaction Survey		

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
   - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
   - *if the student's work reflected looking beyond the obvious (Excel Column F)*
   - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*

2. External reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.65 out of 5)
Internal Portfolio Review:	First year – no goal
Internship Evaluations:	Score better than 2017 (2017 average was 5.8 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews:	3.3 out of 5	Goal not achieved
Internal Portfolio Reviews:	3.5 out of 5	No goal set during first year
Internship Evaluations:	6.6 out of 7	Goal achieved

What do the results suggest about student achievement of this learning outcome?
Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☐Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☒Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☒Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?
Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:
Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☒Rating of skills (e.g., rubrics)
☒Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☒Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☒Internship
☐Interviews
☐Performance or jury
☒Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
- *if the student's work reflected the ability gather information (Excel Column H)*
- *if the student used creativity to gather information (Excel Column I)*
- *if the student's work used multiple methods & sources to research (Excel Column J)*
- *if the student had the ability communicate how information was gathered (Excel Column K)*

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐No

External portfolio reviews:	Score better than 2017 (2017 average was 3.77 out of 5)
Internal portfolio reviews:	No goal – new in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.91 out of 5 – Goal achieved
Internal portfolio reviews: 3.15 out of 5 - No goal set
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☒Rating of skills (e.g., rubrics)

☒Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☒Capstone project

☒Internship

☐Interviews

☐Performance or jury

☒Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column 0)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.6 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.4 out of 5 – goal not achieved
Internal Portfolio Reviews:	3.15 out of 5
Internship Supervisor Reviews:	6.8 out of 7 – goal achieved

What do the results suggest about student achievement of this learning outcome?
Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒Each Semester ☒Yearly ☐Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Score 4.4 or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.
Score was 4.6 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?
Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment
☒Yearly ☐Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?
Your answer

What is the name of the student whose portfolio you are analyzing?
Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 6:

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 7:

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Conclusion

The portfolio is professional and will help the student find employment after graduation

5 Strongly Agree.
4 Agree.
3 Neither agree nor disagree.
2 Disagree.
1 Strongly Disagree.

Pretest Results

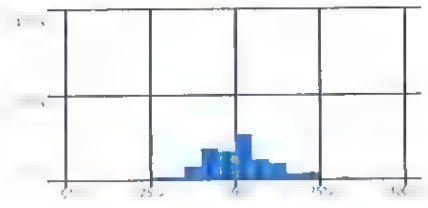
View Statistics - SMSC Pre-Curriculum Pretest

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 50.41 % (Std Dev = 9.38 %)

The Class Average is calculated on first attempts flagged as graded.

Posttest Results

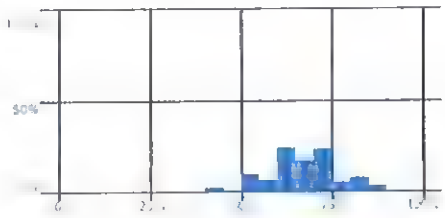
View Statistics - SMSC Post Assessment Test Spring 2018

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 66.83 % (Std Dev = 9.50 %)

The Class Average is calculated on first attempts flagged as graded.

2017 - 2018
Annual Assessment Report

Bachelor of Science
Sports Media

School of Media & Strategic Communication
Sport Media – Bachelor of Science
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 98

Number of students graduated in 2017-2018: 28

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? X YES ☐No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:

- 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.
Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.
Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.
Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.
Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.
Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.
Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.
Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.
Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method	Measured
Senior exits	Learning Outcomes 1, 2, 3, 5 & 8
Portfolio Assessment	Learning Outcomes 4, 6 and 7
Pre-Post Test	Learning Outcomes 1, 3, 5, 7
Internship Assessment	Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	31
Spring 2018 Post Test:	16
Senior Exits:	5
Total:	52

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☐Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☒Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☒Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No
No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.
Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:
Average score for all SMSC students who took the pretest: 50 percent
Average score for SPM – BS students who took the pretest 22 percent

Questions measuring Learning Outcome #1:
Average score on questions 21-30 (mass communication law): 28 percent
Average score on questions 31-40 (ethics): 62 percent

Posttest:
Average score for all SMSC students who took the posttest: 67 percent
Average score for SPM-BS students who took the posttest: 35 percent

Questions measuring Learning Outcome #1:
The average score on questions 21-30: 55 percent
The average score on questions 31-40 75 percent

Senior Exits:
The average for Learning Outcome #1: 4.4 out of 5

What do the results suggest about student achievement of this learning outcome?
Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications:*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey
☐Rating of skills (e.g., rubrics)
☐Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☐Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☐Internship
☒Interviews
☐Performance or jury
☐Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.
Senior Exits: Learning Outcome #2 received a rating of 4.4 out of 5.

What do the results suggest about student achievement of this learning outcome?
Goal Achieved. 4.4 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment
☒Each Semester ☐Yearly ☐Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐Survey
☐Rating of skills (e.g., rubrics)
☐Analysis of written artifacts
☐Comprehensive, certification, or professional exam(s)
☐Oral presentation
☐Course project
☐Satisfaction Survey
☐Benchmarking
☐Measuring effectiveness relative to professional standards
☐Review of thesis/dissertation/ creative component
☐Capstone project
☐Internship
☐Interviews
☐Performance or jury
☐Visual collection (photos, videos, etc.)
☐Review of student research
☐Other (please specify):
Click here to specify. \

Describe the how the assessment method was implemented, administered, and/or conducted.
Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☒No
No for pre-post test: 2018 was the first year to pre-and-post test.
Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 59 percent

Posttest:
Questions measuring Learning Outcome #3:
History & Social Role questions - #41-50 55 percent

Senior Exits
Seniors rated Learning Outcome #3: 4 / 5

What do the results suggest about student achievement of this learning outcome?
Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:
Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☒Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☒Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☐Interviews

☐Performance or jury

☒Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
   - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
   - *if the student's work reflected looking beyond the obvious (Excel Column F)*
   - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*

2. External reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.65 out of 5)
Internal Portfolio Review:	First year – no goal
Internship Evaluations:	Score better than 2017 (2017 average was 5.8 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews:	3.6 out of 5	Goal achieved
Internal Portfolio Reviews:	3.5 out of 5	No goal set during first year
Internship Evaluations:	6.6 out of 7	Goal achieved

What do the results suggest about student achievement of this learning outcome?
Results indicate there is room for improvement. Perhaps there is a lack of hard journalism stories or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☐Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☒Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☒Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?
Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:
Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment
☒Each Semester ☒Yearly ☐Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey

☒Rating of skills (e.g., rubrics)

☒Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☒Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☒Internship

☐Interviews

☐Performance or jury

☒Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
   - *if the student's work reflected the ability gather information (Excel Column H)*
   - *if the student used creativity to gather information (Excel Column I)*
   - *if the student's work used multiple methods & sources to research (Excel Column J)*
   - *if the student had the ability communicate how information was gathered (Excel Column K)*

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
   - link to a student portfolio
   - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐No

External portfolio reviews:	Score better than 2017 (2017 average was 3.7 out of 5)
Internal portfolio reviews:	No goal – new in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.7 out of 5 – Goal achieved
Internal portfolio reviews: 3.15 out of 5 - No goal
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?
Scores increased from 2017, but there is still work to be done. Faculty should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒Each Semester ☒Yearly ☐Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☒Rating of skills (e.g., rubrics)
- ☒Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☒Capstone project
- ☒Internship
- ☐Interviews
- ☐Performance or jury
- ☒Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.6 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.5 out of 5 – goal not achieved
Internal Portfolio Reviews:	3 out of 5
Internship Supervisor Reviews:	6.6 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?
Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒Each Semester ☒Yearly ☐Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:
The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?
5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

- ☒Survey
- ☐Rating of skills (e.g., rubrics)
- ☐Analysis of written artifacts
- ☐Comprehensive, certification, or professional exam(s)
- ☐Oral presentation
- ☐Course project
- ☐Satisfaction Survey
- ☐Benchmarking
- ☐Measuring effectiveness relative to professional standards
- ☐Review of thesis/dissertation/ creative component
- ☐Capstone project
- ☐Internship
- ☒Interviews
- ☐Performance or jury
- ☐Visual collection (photos, videos, etc.)
- ☐Review of student research
- ☐Other (please specify):

Click here to specify.

Describe how the assessment method was implemented, administered, and/or conducted.
Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
Score 4.4 or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.
Score was 4.6 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?
Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment
☒Yearly ☐Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

    Strongly agree - 5
    Agree - 4
    Neutral - 3
    Disagree - 2
    Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?
Your answer

What is the name of the student whose portfolio you are analyzing?
Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

1 No or poor representation of learning outcome.
2 Somewhat poor representation of learning outcome.
3 Average representation of learning outcome.
4 Good representation of learning outcome.
5 Outstanding representation of learning outcome.

Conclusion

The portfolio is professional and will help the student find employment after graduation

5 Strongly Agree.
4 Agree.
3 Neither agree nor disagree.
2 Disagree.
1 Strongly Disagree.

Pretest Results

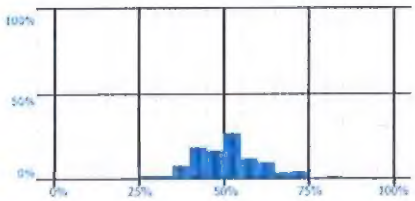
View Statistics - SMSC Pre-Curriculum Pretest

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 50.41 % (Std Dev = 9.38 %)

The Class Average is calculated on first attempts flagged as graded.

Posttest Results

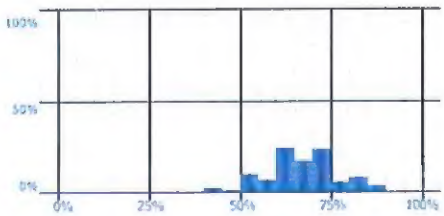
View Statistics - SMSC Post Assessment Test Spring 2018

User Stats | Question Stats | Question Details

User Statistics

Export to CSV | Export to Excel

Score Distribution:



Class Average: 66.83 % (Std Dev = 9.50 %)

The Class Average is calculated on first attempts flagged as graded.